

PSYC*2020, Course Outline: Winter 2023

General Information

This course is offered using an online format. The course still has a set day and time that lectures will take place over zoom (see Courselink for the link to Zoom). I will also be recording the lecture, however, you are highly encouraged to attend class and engage in asking questions.

Course Title: Clinical Psychology and Mental Health

Course Description: This course is designed to provide an overview of clinical psychology and mental health including a multidimensional conceptualization of mental health, assessment, diagnosis, and treatment. Topics will include an introduction to the area incorporating historical perspectives and the modern integrative approach to psychopathology. Common psychological disorders will be explored with respect to etiology, assessment, current diagnosis and classification using the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5; American Psychiatric Association, 2013), as well as evidenced-based treatments. Case studies and examples of actual treatment approaches will be used to illustrate concepts. Emphasis will be given to broad empirical research and to the experiences of individuals with these disorders.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Winter 2023

Class Schedule and Location: Monday/ Wednesday 5:30 – 6:50pm, Zoom link on Courselink

Instructor Information

Instructor Name: Stephanie Craig, PhD, C.Psych she/her

Instructor Email: stephanie.g.craig@uoguelph.ca

Office location and office hours: Office hours by appointment

GTA Information

GTA Name: Linda-Paola Sosa Hernandez, M.A she/ her

GTA Name: Maria Amir, B.A. she/her

GTA Name: Riley Pugh, M.A. they/ them

GTA Name: Sarah Moss, M.A., she/her

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GTA office location and office hours: By appointment

Course Content

Specific Learning Outcomes:

In completing this course, students should be able to:

- 1) Explain the conceptualization of abnormality and psychological disorders using an integrative framework.
- 2) Identify the key symptoms, etiology and related factors (biological, social, behavioural, emotional and cognitive), course, and correlates of common psychological disorders.
- 3) Discuss basic evidence-based assessment and treatment of major psychological disorders.
- 4) Apply diagnostic criteria and case formulations in the assessment of major psychological disorders.
- 5) Evaluate issues surrounding psychopathology (e.g., identify myths and stereotypes) and the portrayals of mental health and illness from a diverse perspective.
- 6) Understand the impact of stigma on experience of mental health difficulties and vice versa.
- 7) Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks.

Lecture Content:

Week	Date	Topic	Reading
1	January 9, 2023 January 11, 2023	Overview of Course and Syllabus Abnormal Behaviour in a Historical Context	Chapter 1
2	January 16, 2023 January 18, 2023	Integrative Approach to Psychopathology Clinical Assessment and Diagnosis	Chapter 2 Chapter 3
3	January 23, 2023 January 25, 2023	Diversity in Clinical Psychology Research Research Methods in Clinical Psychology	Chapter 4
4	January 30, 2023 February 1, 2023	NO CLASS- Midterm 1 (Chapters 1-4 Diversity) Anxiety Disorders	Chapter 5
5	February 6, 2023 February 8, 2023	Obsessive-Compulsive and Related Disorders, Trauma and Dissociation	Chapter 6 (p. 172-187), Chapter 7
6	February 13, 2023 February 15, 2023	Mood Disorders	Chapter 8
7	February 20, 2023 February 22, 2023	READING WEEK (NO CLASS) READING WEEK (NO CLASS)	
8	February 27, 2023 March 1, 2023	Psychosis Eating Disorders	Chapter 14 Chapter 9
9	March 6, 2023 March 8, 2023	NO CLASS- Midterm 2 (Chapters 5-9, 14) Sleep-Wake Disorders	Chapter 10
10	March 13, 2023 March 15, 2023,	Neurodevelopmental Disorders	Chapter 15
11	March 20, 2023 March 22, 2023	Personality Disorders NSSI	Chapter 13

12	March 27, 2023 March 29, 2023	Substance Use Disorders and Impulse Control Disorders Mental Health and the Law	Chapter 12 Chapter 17
13	April 3, 2023 April 5, 2023	In-class assignment- Broadening the Lens Exam Overview and Catch up- NO FORMAL CLASS, instructor will be available online to answer exam questions	(Note: April 8 - last day to drop class)
	April 22, 2023	Final Exam (Chapters 9, 10, 12, 13, 15 17): 7:00pm-9:00pm	

*Slight shifts in the schedule may occur due to the pace of the course content, availability of guest speakers, and/or unforeseeable and unavoidable circumstances (e.g., school closures due to weather).

Course Assignments and Tests:

Assignment or Test	Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Packback	10 weeks completed	10%	1-7
Midterm 1	January 30, 2023	25%	1-3,5-7
Midterm 2	March 6, 2023	25%	1-7
Broadening the lens paper	April 3 by 11:59 pm	15%	5-7
Final Exam	April 18, 2023	25%	1-7

Additional Notes (if required):

The course structure and content is inspired by a Universal Design for Learning (UDL) framework. This approach is meant to be sensitive to the various backgrounds and learning styles of all students. Below are some additional details about the principles of UDL (as they apply to the delivery of this course):

- 1) Multiple means of engagement. Lectures will incorporate various ways of engaging students including class discussions, group activities, guest speakers, videos, practice questions, and real life case examples. Questions and discussion are encouraged during lectures.
- 2) Multiple means of representation. Lectures will include different modes of presenting information including lectures, videos, and graphics. I use power point regularly and will

do my best to post PDFs of the slides prior to class. To present concepts and information, I refer to relevant statistics, content from the text, and case examples from my own clinical work.

- 3) Multiple means of action and expression. This principle is based on the notion that students vary in their preferred mode of expressing what they have learned. Therefore, the exams in this course contain a range of question types such as: multiple choice, fill in the blank, T/F, and written components (e.g., short and long answer questions on a clinical case). Exams will test your knowledge and also your ability to integrate and apply that knowledge. **They are also all non-cumulative.**

Based on the UDL framework, in-class time exams are designed to be completed in 60 minutes, however, you can complete the exam any time between 5pm and 11:59 pm on the day of the midterms. Therefore, if students require additional time (e.g., 1 1/2 time), they will be able to complete the exam before the 11:59 pm deadline. If you have time extensions as part of your accommodations, please ensure your TA and the instructor is aware and have set up your additional time on Courselink at least 1 week prior to the first midterm. If accommodations beyond time extensions are required through Student for Accessibility Services, please make arrangements with the instructor and SAS to help with those accommodations.

Students vary in the type of content they find “easy” versus “hard” to learn, and students may experience various stressors (e.g., demands from other courses) and hardships (e.g., illness) throughout the semester that can adversely impact their performance on exams. **Therefore, you are only required to complete 10 Packback weeks within the 13 weeks of class, plus one additional week beyond the end of classes.**

Another evaluation method in this course is the Broadening the Lens assignment, which is designed to be able to be completed during class on April 3, 2023. To accommodate varied processing styles and speeds, **you will have until 11:59pm on April 3 to submit this assignment** (on CourseLink).

Attendance and Participation:

- 1) Finally, I employ other methods of assessing learning during lectures such as practice questions and class discussions. Even though these are not for marks, these activities reflect general learning that has occurred in the class as a whole.
- 2) Mid-term and exam content will be based on both the readings and the lecture material. To be familiar with all of the information required for the exams, you need to complete the readings and attend or watch all the lectures. In other words, you are responsible for all of the material in the assigned text chapters even if not covered in class; you are also responsible for all material covered in class, even if it is not covered in the text.

The first and second midterms will be based on material noted in the syllabus calendar. Each midterm and final exam is worth 25% of your final mark. The midterm will be completed on Courselink between 5pm and 11:59 pm on the exam day (e.g., January 30, March 1). While you can choose the time you wish to start your exam, once you login to Courselink and begin the exam, you will only have 45 minutes to complete the exam. You will not be able to attempt the exam multiple times. While you complete this exam “at home” and it can technically be an open-book exam, it is expected that you will work independently. There will be multiple versions of the test in order to reduce the likelihood of working with others. While you are allowed to access your notes and textbook, in order to use your time efficiently and prepare for the final exam, it is recommended that you do not plan to rely heavily on your notes.

The final exam will

Final examination date and time: April 18, 2023; 11:30am-2pm

Final exam weighting: 25%

Missed Exams: If you miss an exam due to illness, accident, or family affliction, **you must notify your TA (via email) within 48 hours of the missed exam.** Failure to do so, will result in a zero on the exam. One make-up exam day will be provided the next week. **If you miss the make-up quiz with a valid reason, you must notify the TA within 48 hours of the missed exam and the weight of the exam will be moved to the final exam** (e.g., if you miss one exam, the final exam becomes worth 50% of your mark).

Students with documented absences for the final exam will have an opportunity to write the test during the University-wide re-write period. The only accepted reasons for missing the midterm and/or final exams are: a) medical reasons, b) compassionate reasons, and c) conflict with a religious holiday. If you miss the final exam, you must provide an original copy of official documentation (e.g., a note from a doctor, program counsellor, funeral home) verifying why you were unable to write the exam within 5 calendar days of the exam or you will receive a 0% on that exam. **Having work or a trip planned for the day of the exam is not considered a valid excuse for missing an exam.**

You should be aware that if you miss the make-up test as scheduled, you may not receive the requisite 25% feedback on your course work before the course drop deadline to determine whether or not you need to drop the course. Therefore, it is in your best interests to write tests as scheduled by the course instructor.

Course Resources

Required Texts:

Abnormal Psychology: An Integrative Approach (6th Canadian edition) by David H. Barlow, V. Mark Durand, Stefan Hofmann, and Martin L. Lalumière.

Three copies of the text will be available on Reserve at the Library.

Recommended Texts:

This is by no means required, but is a helpful resource to better understand the diagnostic criteria and associated features of the disorders that will be discussed in class:

American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Arlington, VA: American Psychiatric Publishing.

Course Policies

Grading Policies

Late Assignments. It is your responsibility to meet course deadlines. A degree of academic independence, as well as personal organization and time management are explicit learning outcomes of this course. The Broadening the lens assignment is designed to be completed in class, however students will have until 11:59pm on April 3, 2023 to submit their assignment (on CourseLink). As of 12:00am on April 4, 2023, 10% will be deducted from the overall grade and an additional 10% will be deducted for each 24 hours past the due date (including weekends). After 5 days, you will be assigned a 0% for this assignment. Please consider this policy as you develop a plan for completing the work in this course.

[Undergraduate Grading Procedures](#)

Course Policy on Group Work:

All exams are open-book as they are taken “at home”, however, they are to be completed independently. The assignment is also completed independently, but may be inspired by material discussed in class, or on Packback.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

All lectures will be recorded and posted on CourseLink. These lectures are only meant for those within the class and sharing these videos with those outside of the course is not allowed without the consent of the instructor.

University Policies

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirusinformation/>) and circulated by email.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar: [Academic Misconduct Policy](#)

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to CourseLink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

As these feedback questionnaires are very important to Dr. Craig's ongoing appointment, if 60% of the class completes the questionnaire, 1 easy question will be provided on the final exam. If you 80% of the class completes it, 2 easy questions will be provided on the final exam. If 100% of the class completes it, 5 easy questions will be provided on the final exam.

Drop date

The last date to drop one-semester courses, without academic penalty, is April 08, 2023. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#)

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

Email Communication

Please use your UoG email address when communicating with the course instructor and T.A. as messages from other addresses may not always be received and it is your responsibility to ensure that we receive your messages. For example, if you email the T.A. or course instructor that you missed an exam and we do not receive your message, you will not receive information about the make-up test/exam. If you miss the make-up test/exam for this reason, you will not receive another chance to write the make-up test/exam. You should also save a copy of any message sent to the course instructor and/or T.A.

Please follow appropriate email etiquette (e.g., include a formal greeting and sign with your full name). Your email should indicate the course number and section in the subject field, and your student number in the body of the email. You should receive a response within 48 hours. If you do not receive a response within 48 hours on a weekday or 72 hours on a weekend, please check your junk mail folder and follow up with us.

Please note that the email rules also applies to prior to the exam. We will not answer any questions about the exam within 48 hours of the exam. Therefore, if you have a question about the exam, please ensure you email your question the week before. Or even better- ask your question in lecture!

Assignment Descriptions

Packback

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Your participation on Packback will count toward 10% of your overall course grade.

There will be a Weekly Sunday at 11:59PM EST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 60, worth 33.33% of each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 60, worth 66.67% of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://app.packback.ca> and clicking "Sign up for an

Account”

Note: If you already have an account on Packback you can log in with your credentials.

2. Then enter our class community’s lookup key into the “Looking to join a community you don't see here?” section in Packback at the bottom of the homepage.

Community Lookup Key: **4a48be97-6cdf-40a1-a296-2e3c31fedad4**

3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmikrD68>

Broadening the lens paper (15%):

The profession of psychology is grounded predominantly in Eurocentric assumptions and ways of knowing. Theories and perspective on health, illness, and intervention are generally oriented towards people whose identities match the dominant culture (e.g., white, cisgendered, heterosexual, native-born, etc.). This assignment encourages you to think about a course topic from a critical lens. You will select a topic that we are learning about this term (e.g., Anxiety, Depression, Personality Disorders, etc.), and locate an empirical or theoretical article that addresses the topic from a diversity or social justice perspective. This could take many forms, such as an examination of distinct risk factors in certain communities (e.g., LGBTQIA2S+; racial minority) for a mental health condition, ways in which policies or practices create barriers to receiving care for a mental health condition in certain communities, or ways in which current approaches to assessment or treatment might be a poor match in certain communities. Other critical perspectives are also welcome. You can run your idea by me if you are unsure. This paper will consist of a statement of the problem (e.g., a summary of how or why current knowledge/practice do not meet the needs of a particular community, and why this is problematic) and your perspective (e.g., ways to improve the status quo). Your paper should be no more than two double-spaced pages. It is highly recommended that you come to class on April 3 with the paper you would like to write about selected, however, you can choose to select it during class if you prefer. This will just leave less time to use towards writing. More information will be given in class.